Cover Sheet for Academic Program Assessment Plans

Directions: Please complete a separate cover sheet for each academic program of study\(^1\). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master’s and doctoral program may submit one cover sheet. The department chair and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Business + Applied Technology
Title and Level of Academic Program (e.g., Chemistry, Ph.D.): Certificate Automotive Technology

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

- Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program. Date of Endorsement: 11/10/15

Department Chair’s Signature  Date: 11/10/15

College/School/Branch Campus Dean’s Signature  Date: 11/12/15

\(^1\) Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

University of New Mexico — Assessment  Page 1 of 8  04/09/2012
Template
Academic Program
Plan for Assessment of Student Learning Outcomes
University of New Mexico

A. **College, Department and Date**

   1. College:  *University of New Mexico-Gallup Branch*
   2. Department: *Automotive Non-Collision*
   3. Date:  *07-09-2015*

B. **Academic Program of Study***  
   *Certificate-Automotive Technology*

C. **Contact Person(s) for the Assessment Plan**
   *Dennis Brieno-Program Coordinator-dbrieno@unm.edu*

D. **Broad Program Goals & Measurable Student Learning Outcomes**

   [Attach *Cover Sheet for Student Learning Outcomes* and associated materials.]

   OR

   *List below:*

   1. **Broad Program Learning Goals for this Degree/Certificate Program**

      A. Students will be able to identify and utilize safety procedures and proper tools.

      B. Students will be able to evaluate, implement and complete brake repairs, repairs to electrical/electronic, and steering and suspensions systems.

      C. Students will be able to implement and complete general engine performance diagnose and repair.

   2. **List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program**

      A. 1. Students will be able to demonstrate general lab safety rules and procedures

      A. 2. Students will be able to identify and utilize proper tools

      B. 1. Students will be able to identify and interpret brake system concern; determine necessary action.

---

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).
B.2. Students will be able to inspect, test, and/or replace brake malfunctioning parts, worn parts and parts scheduled for replacement per original manufacturers specifications.

C.1. Students will be able to diagnose electrical/electronic integrity for series, parallel and series-parallel circuits using principles of electricity (Ohm’s Law).

C.2. Students will be able to identify, interpret and repair electrical/electronic system concerns

D.1 Students will be able to test and diagnose components of electronically controlled steering systems using a scan tool; determine necessary action.

D.2 Students will be able to identify, interpret and repair suspension and steering concern

E.1. Students will be able to research applicable vehicle and service information, such as engine management system operation, vehicle service history, service precautions, and technical service bulletins.

E.2 Students will be able to identify, interpret and repair engine performance concern

E. **Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. **Student Learning Outcomes**

   [Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]

**Relationships to UNM Student Learning Goals** (insert the program SLOs and check all that apply):

<table>
<thead>
<tr>
<th>University of New Mexico Student Learning Goals</th>
<th>Knowledge</th>
<th>Skills</th>
<th>Responsibility</th>
<th>Program SLO is conceptually different from university goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program SLOs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.1. Students will be able to demonstrate general lab safety rules and procedures</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>B.1. Students will be able to identify and interpret brake system concern; determine necessary action.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>C.1. Students will be able to diagnose electrical/electronic integrity for series, parallel and series-parallel circuits using principles of electricity (Ohm’s Law).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>D.1 Students will be able to test and diagnose components of electronically controlled steering systems using a scan</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
tool; determine necessary action

| E.1. Students will be able to research applicable vehicle and service information, such as engine management system operation, vehicle service history, service precautions, and technical service bulletins. | x | x | x |

2. How will learning outcomes be assessed?
   A. What:
      i. A. Students will be able to follow and demonstrate general safety rules and procedures by participating in classroom assignments, quizzes, test, by following instructions in the lab activities, and observation by instructor and simulation activities (A.1).
      B. Students will be able to complete assignments in the classroom, complete hands on activities in the lab pertaining to brake repairs, and observation by instructor and simulation activities (B.1).
      C. Students will be able to follow classroom assignments and complete quizzes, test, hands on activities in the lab in evaluating, implementing and complete repairs to electrical/electronic systems, and observation by instructor and simulation activities (C.1).
      D. Students will be able to complete classroom assignments including quizzes, test and will follow instruction on hands on activities in the lab where they will evaluate, implement and complete repairs to steering and suspension systems, and observation by instructor and simulation activities (D.1).
      E. Students will be able to complete assignments including quizzes, test and will follow instruction on hands on activities where they will implement and complete general engine performance diagnose and repair, and observation by instructor and simulation activities (E.1).

      The program will implement an exit survey to administer at the end of the program in hydraulic course.

      ii. A.1. Direct & Indirect
          B.1. Direct & Indirect
          C.1. Direct & Indirect
          D.1. Direct & Indirect
          E.1. Direct & Indirect

      iii. A. Ninety percent of the students in class should pass with a grade of 70% or better.
          B. Ninety percent of the students in class should pass with a grade of 70% or better.
          C. Ninety percent of the students in class should pass with a grade of 70% or better.
          D. Ninety percent of the students in class should pass with a grade of 70% or better.
          E. Ninety percent of the students in class should pass with a grade of 70% or better.

   B. Who: All
3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

<table>
<thead>
<tr>
<th>A. Students will be able to demonstrate general lab safety rules and procedures</th>
<th>2015-2016: January 2016</th>
<th>2016-2017: January 2017</th>
<th>Discussion Group: Department Chair, Full/Part Faculty, Dean of Instruction, and colleague from another department</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Students will be able to evaluate, implement and complete brake repairs, repairs to electrical/electronic, and steering and suspensions systems</td>
<td>2015-2016: January 2016</td>
<td>2016-2017: January 2017</td>
<td>Discussion Group: Department Chair, Full/Part Faculty, Dean of Instruction, and colleague from another department</td>
</tr>
<tr>
<td>C. Students Will Implement and Complete General Engine Performance Diagnose and Repair</td>
<td>2015-2016: May 2016</td>
<td>2016-2017: May 2017</td>
<td>Discussion Group: Department Chair, Full/Part Faculty, Dean of Instruction, and colleague from another department</td>
</tr>
</tbody>
</table>

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

In December 2015, the departmental chair will ask each full/part faculty member to devise a rubric for each of the courses they plan to teach in spring 2016. The rubric will be attached to each syllabus. In January 2016, the full/part-time faculty members will submit their rubrics. The faculty members and chair will review each rubric and make recommendations. One rubric format will be selected for each course and will be used in spring 2016 semester. In January 2016, the rubrics will be reviewed and revised to fit student learning. During this time, departmental members will review students, learning outcome such as grades, project completions, curriculum design, teaching approaches, online courses, New Mexico business articulation and transfer matrix, etc. Changes for improvement will be documented by the
Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 12/11/15

Decision (check one):

☐ Revision Needed (see first feedback section below)
☒ Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Guiding Questions

1. Leads to data of real value?
   • SLOs high value or convenient?
   • SLOs clearly measurable?

2. Make sense?
   • Doable/Sustainable?
   • Do pieces align?

3. Clearly leads to improvement?
   • Process leads to improvement conversations?
   • How useful will data be for improvement?

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Please ensure you submit your program assessment reports as specified in your program assessment plan. CARC will look forward to your Spring 2016 report please send to AAssess@unm.edu